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time a vigorous advocacy of a point of view and a program with which the author has unreservedly joined himself for the purpose of constructively contributing to the progress of American schools.

Education of subnormal pupils.—The treatment of subnormal pupils has come to be recognized in recent years as a problem in which society must be interested for its own protection. Subnormality is not merely a negative fact limiting the possibilities of personal life; it is a positive menace to social welfare and must be met by measures of a vigorous type. In order that the facts may be widely understood, it is well that the problems of subnormality should be presented in a form to be readily understood by general readers.

Professor Hollingworth has prepared a book¹ of a very elementary type, covering in an untechnical way the major definitions and problems in the field.

Her fundamental position is that mental deficiency is due to a slow development of the individual, resulting in most cases from inherited causes. The resulting mentality is like normal mentality in quality, but is less in quantity and unsymmetrical in development. Education should aim to cultivate those specific, desirable habits which the limited mentality of the subnormal individual permits him to take on. Society should take vigorous steps to stamp out the causes of subnormality because this is the only really effective way of dealing with the matter.

While expounding this general view Professor Hollingworth reviews many of the discussions and gives an elementary account of the tests by which deficiency is detected and defined. She also gives copious bibliographies at the end of each chapter.

The book will be useful for general readers and for classes of beginners who need a simple treatment of general mental tests and methods of recognizing and segregating defectives.

School administration.—The problems of school administration are many and varied. It is easy for the superintendent or principal to become lost in the complexity of his work unless his thinking is guided by a sound administrative and supervisory policy. A book by Professor Hanus² "is intended, as far as it goes, to help the superintendent of schools, and other persons who are charged with the responsibility of providing good schools and school systems for the public, to formulate and justify their opinions and procedure. It is hoped, therefore, that the book will be of some use to principals and teachers as well as to superintendents, and also to members of boards of education and other school officials" (p. iii).

¹ LETA S. HOLLINGWORTH, *The Psychology of Subnormal Children*. New York: Macmillan Co., 1920. Pp. xix+288.

² PAUL H. HANUS, *School Administration and School Reports*. Boston: Houghton Mifflin Co., 1920. Pp. xi+200. \$1.75.

The book consists of a number of essays, written at different times, most of which have been published in various journals. The purpose of the book is chiefly embodied in chapters ii and iii, to which approximately half of the space of the book has been given. Chapter ii contains a discussion of "Some Principles of School Administration," and is well summarized at its close:

We have found the principles of efficient management of a school system to be:

A clear conception of the purposes for which the school system exists—the work it has to do.

An equally clear conception on the part of all concerned with this work of the nature, scope and limits of each branch of the service; that is, of the board, and staff.

Centralization of authority and responsibility for effective lay control in the board; and for professional and business management in the staff.

Complete accountability of the staff to the board and of the board to the people.

Habitual, well-organized self-examination to determine the results actually achieved, including experimental verification or refutation of educational opinion within and without the school system.

A system of clear, adequate, incontestable, and accessible records of the educational results progressively achieved, for the information of the staff, the board and the public.

A similar system of financial records or accounts for the same purpose.

Co-operation throughout the school system, under the leadership of the superintendent and the supervisory staff, in both the professional and the business affairs; co-operation of these branches of the service with each other and with the teachers; and co-operation of the community with the school system (pp. 38 and 39).

Chapter iii contains an analysis of twenty-six school reports, with a critical discussion of their contents. Professor Hanus says:

Town and city school reports are at present vague in purpose and miscellaneous in subject-matter, and hence ineffective. Moreover, such as they are, they fail to reach the great majority of the people for whom they are intended, except in small communities. For all considerable cities they should, therefore, be abandoned.

In place of them we should have three kinds of school reports—reports to the board, to the staff, and to the people—all prepared by the superintendent with the co-operation of the staff (p. 94).

The remaining eight chapters contain essays which seem rather loosely connected with the purpose and title of the book. "They are, however, included in the book because they have been frequently called for by correspondents, and because they seem to the writer to suggest studies which any superintendent or principal might well desire to promote" (p. iv). Chapter v is a report of "Courtis Arithmetic Tests Applied to Employees in Business Houses," which was printed in *Educational Administration and Supervision* in 1917. Chapter vi is an article on "Measuring Progress in Latin," which was first printed in the *School Review* in 1916. Chapter vii is an argument for the establishment of graduate departments in state universities. It was first published in the *Michigan Alumnus* at the time that the question was

being considered by the University of Michigan. Three chapters contain essays on German education which were published during the war. They attempt to set forth the essential differences between German and American ideals of education. The last chapter describes the "Harvard Graduate School of Education" which is being established.

One might raise a question as to why such an excellent monograph as the first three chapters would make should be made to carry an equal amount of loosely associated material. The last eight chapters are interesting and have individual value, but are not more closely related to the theme of the book than many other articles which might have been included. The busy school administrator would doubtless appreciate the book more if there were fewer "riders" attached.

An experiment in pupil self-government.—Numerous articles of a theoretical nature dealing with the possibilities of pupil self-government, and occasional accounts of such experiments, have been published. The idea is old, but each year brings reports of new attempts to work out a successful plan. Professor Craddock gives an interesting and optimistic discussion¹ of an attempt at pupil self-government in an English secondary school for boys. The experiment differs from many of those which have been tried, in that it was confined to the classroom rather than extended to the entire school. The first part of the book describes in detail the way the plan originated and the manner in which it actually operated during the first two years of trial. This much of the discussion would be of interest to teachers in the upper grades of the elementary school. It also contains some excellent suggestions regarding the social control of a class group. The latter part of the book is introduced by the statement, "As far as I can see, there is no valid reason why the scheme thus outlined could not be applied to a larger unit than the class, standard, or form. There is, in my opinion, everything to be gained by its extension to the whole school (p. 58). From this point on his discussion is theoretical and his conclusions are open to question. The book is well written and presents with fairness both the merits and defects of the scheme proposed.

An elementary book in household art.—For a long time there has been a definite demand for an elementary textbook in household art suited to the grades in village and city schools. A recent volume by Cooley and Spohr² is an attempt to meet such a demand.

Volume I introduces in simple story form the problems of the family budget, home furnishing, care of the baby, textiles and sewing, and the selection of

¹ ERNEST A. CRADDOCK, *The Class-Room Republic*. London, England: A. & C. Black, Ltd., 4 Soho Square, 1920. Pp. iv+80.

² ANNA M. COOLEY and WILHELMINA H. SPOHR, *Household Arts for Home and School*. New York: Macmillan Co., 1920. Vol. I, pp. ix+433. \$1.50. Vol. II, pp. viii+436. \$1.60.